DOCUMENT RESUME

ED 401 174 SO 026 238

AUTHOR	Valentine, Martha; Croddy, Marshall, Ed.
TITLE	Letters of Liberty. Teacher's Guide.
INSTITUTION	Constitutional Rights Foundation, Los Angeles, Calif.
SPONS AGENCY	W. M. Keck Foundation, Los Angeles, CA.
PUB DATE	88
NOTE	25p.; For a related document, see ED 293 743.
AVAILABLE FROM	Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Constitutional History; *Critical Thinking; Instructional Materials; Law Related Education; *Primary Sources; *Resource Materials; Secondary Education; Social Studies; *United States History
IDENTIFIERS	*United States Constitution

ABSTRACT

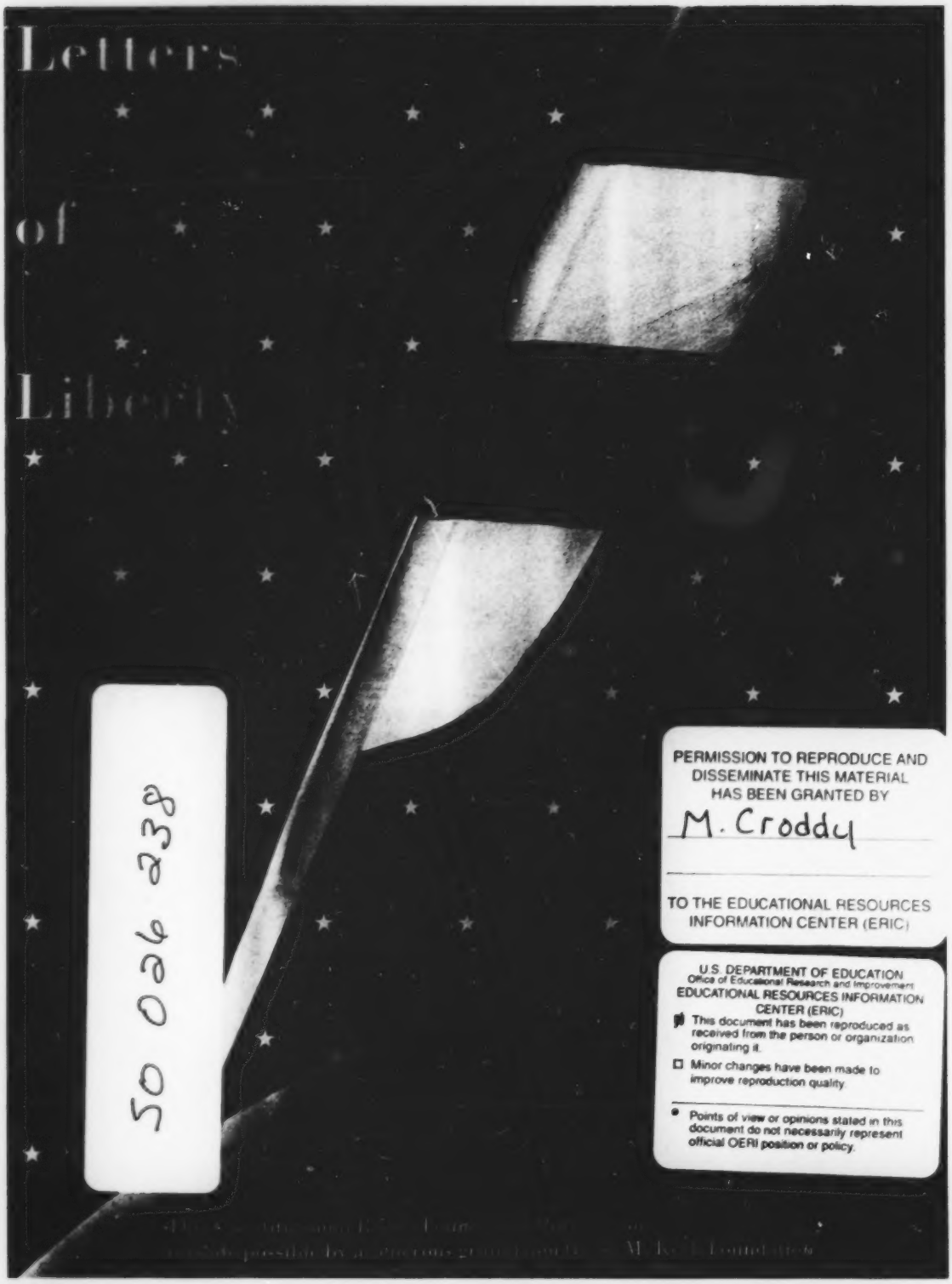
Designed to help students understand the historical context of the primary and secondary materials by and about the framers of the United States Constitution presented in "Letters of Liberty," this teacher's guide provides directed discussions and activities for evaluating these materials. The guide also is intended to help students gain an understanding of the democratic process and to develop critical thinking skills. Each unit in the teacher's guide contains: (1) a description of the contents of the student text; (2) objectives for the unit; (3) reading review; (4) "You're the Historian"--use of original documents and primary source material in the unit (with discussion questions, activities, and modern applications); and (5) skill building intended to reinforce concepts introduced earlier using discussions and activities. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 174

TEACHER'S GUIDE

Letters of Liberty



50 026 238

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Croddy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Developed by: Constitutional Rights Foundation

BEST COPY AVAILABLE

Alan I. Rothenberg, *President,*
Constitutional Rights Foundation

Jerome C. Byrne, *Chairman,*
Constitutional Rights Foundation
Publications Committee

WRITER
Martha Valentine

EDITOR
Marshall Croddy

REVIEWER
Jerome C. Byrne, CRF Publications Committee

PRINCIPAL STAFF
Vivian Monroe, Executive Director
Todd Clark, Education Director
Kathleen Kirby, Associate Education Director
Dennis Briley, Director of Administration & Finance

PRODUCTION
Lanning Gold, Design
Henry Blackham, Cover Photography

LOS ANGELES OFFICE
601 South Kingsley Drive
Los Angeles, California 90005
(213) 487-5590

ORANGE COUNTY OFFICE
660 Newport Center Drive
Newport Beach, California 92660
(714) 720-3801

CHICAGO OFFICE
220 South State Street, Suite 730
Chicago, Illinois 60604
(312) 663-9057

ACKNOWLEDGMENTS

We gratefully acknowledge the following sources for photographs, documents, letters and maps, which were used with permission.

The Bettmann Archive, New York, NY: 7, 12, 14, 17, 19, 21.

The Henry E. Huntington Library and Art Gallery, San Marino, CA: 8, 11, 18.

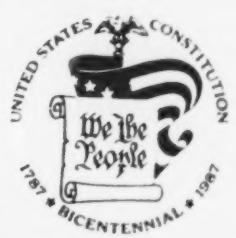
Independence National Historical Park Collection, Philadelphia, PA: 5, 6.

Library of Congress, Washington, DC: 22, 23.

National Portrait Gallery, Smithsonian Institution, Washington, DC: 3, 9, 10.

We gratefully acknowledge the Huntington Library for its contributions of original manuscript, rare books, and other documents described in this guide.

The development of these materials was financially assisted through a generous grant from the **W. M. Keck Foundation.**



© Constitutional Rights Foundation, Los Angeles, 1988
All Rights Reserved.

Library of Congress Catalog Card Number: 88-71163

Format of *Letters of Liberty*

This Teacher's Guide is designed to complement **Letters of Liberty: A Documentary History of the U.S. Constitution.** Both publications have been made possible by a generous grant from the W.M. Keck Foundation to increase students' knowledge of our nation's rich constitutional heritage. **Letters of Liberty** contains original documents, pictures and personal letters of the founders drawn from the extensive collections of the Huntington Library of San Marino, California.

Letters of Liberty is divided into seven chapters. Each begins with an overview of the documents in that chapter, placing them in historical context and giving the students additional background for understanding and interpreting them. At the back of the book is a time line which outlines the chronology of the Constitution from 1775 to 1791.

The book gives students a tool for utilizing primary and secondary sources and distinguishing between them. The Teacher's Guide provides directed discussions and activities for evaluating both the primary and secondary materials.

The original sources contained in this book include reproductions of documents, portraits, drawings, cartoons, letters, maps and physical objects. The accompanying captions contain quotes from the letters or documents to aid in deciphering them. Study questions in the Teacher's Guide encourage students to read the documents and captions, and to discover implications and make inferences, as well as draw upon their previous knowledge of people and events.

Many of the documents have been reduced in size in order to include the physical description of the page, thus limiting their readability. You may wish to provide more readable copies of the following documents: Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights.

Table of Contents to *Letters of Liberty*

Chapter	Title	Page
1	Introduction	4
2	Origins of the Constitution	8
3	America in 1787	19
4	The Grand Federal Convention	26
5	Ratification of the Constitution	40
6	The First Administration	48
7	The Bill of Rights	56

Format of *Teacher's Guide*

Behavioral Objectives: This Teacher's Guide is designed to help students understand the historical context of the documents; gain an understanding of the democratic process; develop critical-thinking skills; and use original documents. Students will be able to:

1. describe the political process that led to the American Constitution and its ratification.
2. identify and describe the key players at the Constitutional Convention in Philadelphia.
3. identify and differentiate between key documents in the development of American democracy, including the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights.
4. explore the practical nature of American democracy and its inherent conflicts, including order vs. freedom; political differences; majority rule vs. minority rights; and the value of compromise.
5. differentiate between the concepts of democracy and republic.
6. apply historical principles to modern situations, drawing conclusions about the similarities and differences.
7. differentiate between primary and secondary sources.
8. analyze, synthesize, and evaluate primary and secondary sources in terms of both content and bias.
9. use evidence in developing arguments; and
10. demonstrate critical-thinking skills in a research project requiring identification and evaluation of primary and secondary source materials.

Each unit in the Teacher's Guide follows this format:

1. ***Description*** of contents in ***Letters of Liberty***.
2. ***Objectives*** for unit — comprehension, analysis, and skill development.
3. ***Reading Review***
   a. Discussion questions follow the introductory material to determine that students understand the context of the documents found in this chapter and begin a critical analysis of the information.
   b. Definitions.
4. "**You're the Historian**" — use of original documents and primary source material found in the unit.

Part I. Discussion Questions to help students understand content and nature of original documents and to evaluate them as historical evidence.

Part II. Activity using primary and secondary sources as basis of classroom activity (role play, simulation, debate, writing).

Part III. Modern Application in which students engage in debates and discussions of modern examples of the same Constitutional issues with which the founders were struggling.

5. **Skill-Building** — reinforces concepts introduced earlier, requiring students to integrate skills and use documents found throughout the book through directed discussions and activities. Each unit focuses on a specific skill or concept.

Note: Page numbers throughout refer to ***Letters of Liberty***.

BEST COPY AVAILABLE

CHAPTER ONE: INTRODUCTION

Description: This Introduction is an overview of conditions leading to the Constitutional Convention, its antecedents, and the contributions of James Madison.

Objectives: Discussions and activities explore the following issues:

- the reasons for the Constitutional Convention;
- the shift in perspective of the founders from revolutionaries to statesmen;
- the delicate balance between order and freedom necessary to prevent tyranny or anarchy;
- the purpose and role of government; and
- use of primary sources and original documents.

Reading Review: Use the following discussion questions to review the introductory material on pages 4-7.

1. What is meant by the term "excess of democracy?"
2. How were the ideals of the Enlightenment illustrated in the new government?
3. The Declaration of Independence declares the right of the people to overthrow the government. What does this mean? According to the document, when should revolution be considered?
4. In what ways was the Constitutional Convention reliving Patrick Henry's challenge, "Give me liberty or give me death?"
5. How did the Articles of Confederation solve the problems that caused the colonists to rebel against England? What new problems did it create?
6. What happens when revolutionaries, who have spent years trying to change the government, come to power themselves? How must they change their thinking? What problems will arise?
7. What is the purpose of government according to the Preamble to the Constitution? According to Thomas Jefferson? George Washington? Articles of Confederation? James Madison? You?
8. All the delegates to the Constitutional Convention were white men and more than half of them were lawyers. What does that tell you about society at the time? About the kind of document they would write?
9. Whose version of history is presented in this chapter? How do you know whether it is accurate? How can you verify it? (Discussion should focus on the difference between primary and secondary sources and history as interpretation and verification.)

Definitions:

confederacy
sovereignty
despotism
tyranny
anarchy
republic
Enlightenment
federal
nationalism
preamble

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. Look at the symbol at the bottom of page 7. What does it mean? What do the words "E Pluribus Unum" mean? What does the eagle symbolize? What is it holding? What do these represent? Is this a good symbol for the United States? Why or why not?
2. Compare the portraits of George Washington and James Madison on pages 5 and 6. What do these paintings tell you about the men? Would photographs

tell you more or less about the person? What are the advantages and disadvantages of paintings vs. photographs?

Part II. Activity
Democracy in Action: Letter to the Editor

Note: This activity draws on students' existing body of knowledge, their personal values, and the secondary source material contained in the chapter. It also introduces the concept of role play which will be used in other activities.

Directions:

1. Students are to imagine they are living in one of the thirteen states in 1787. At the top of a piece of paper, they should fill in these categories (instructor may wish to assign some characteristics to ensure that a variety of people are represented):

Name:_____
State: _____
Sex: _____
Race: _____
Occupation: _____
Politics in Revolution (loyal/rebel/neutral): _____

2. Taking the role of the person you have described, write a 3-4 paragraph letter to a local newspaper of 1787. State your opinion about the Constitutional Convention and the new government being proposed. What issues are most important to you? Why? How will the new government benefit you? Are you in favor of a strong central government or strong state governments? Explain your reasons.

3. Collect letters and redistribute. Read samples aloud, noting how many people support or criticize the new government, and their reasons.

Debriefing:

1. Who favors the new Constitution? What reasons do they give? Who is opposed? Why? Categorize the reasons — political; economic; social; philosophical; personal; other.
2. What differences are there among states/regions (Northern, Southern, Middle states); occupation (rural, urban); sex; race?
3. Will the new government reflect the many points of view represented by these letters?
4. Is this a good cross-section of the thirteen states?
5. Are the letters realistic?
5. How democratic was the new government? Was the process used for writing the Constitution democratic? Did the writer set up democratic institutions? Why or why not?

Part III. Modern Application
Small Group Work and Discussion:
The Proper Role of Government

Directions:

1. Students should re-read description of the role of government contained in the Preamble to the Constitution quoted on page 5. Be sure that students understand the language and meaning. Remind them that the flexibility of the Constitution gives it its strength and durability, but also creates ambiguity in application and reflects differences of philosophy that are still with us today.
2. Assign small groups of 3-5 students each and assign one of the following topics to each group, or let them choose which topic interests them.

Question: Based on a discussion of the purpose of government, to what degree should the [federal] government be involved in the following:

- the economy (including regulating private business)
- health care and research
- education
- abortion
- building highways
- speed limits
- rent control
- housing for the homeless
- minimum wage
- smoking in public areas
- private personal conduct (abortion, sex, drugs, etc.)
- social security
- space program

3. Groups should try to reach a consensus. Discussion should focus on whether, and to what degree, government should be involved in these issues, and only secondarily, which level of government, if any, should regulate these activities.
4. Choose a spokesperson to report your conclusions to the rest of the class.

Debriefing:

1. Was it easy to reach a consensus on this issue?
2. What are the advantages and disadvantages of government involvement and regulation of this issue?
3. Are your reasons philosophical, practical or political?
4. What compromises did you have to reach? Is there a minority report?
5. What level of government (federal, state, county, municipal), if any, should regulate this activity?
6. If the government should not be involved, how should the private sphere deal with this issue?
7. Conclude by explaining or reviewing with students the doctrines of implied vs. expressed power and loose vs. strict interpretation of the Constitution.

Skill-Building: Directed Discussion — Personality Portrait of James Madison

Purpose: To examine how opinions are formed, introduce analysis of primary and secondary sources, synthesize and evaluate information, and develop research skills. Students begin with what they know about James Madison and build a personality profile from evidence contained in primary and secondary sources found throughout the book, continually redefining their evaluation through directed discussion.

Directions:

1. What do you know about James Madison? List adjectives and "facts" on chalk board, without comment, leaving contradictions and questions for further investigation. Introduce historian's methodology of continually testing and revising a hypothesis. Through the course of this discussion, add to or delete items from this list.
2. Direct students to portraits of Madison found on pages 6, 31, 43, 46, and 55. What do these portraits tell you about him? Compare them, accounting for differences in perspective.
3. Read the narrative descriptions of Madison found on pages 5-7, 29, and 31. Who are the authors? What did other people think of him? What are his social and political values, according to these secondary sources?
4. Look at the letters to and from Madison found on pages 46, 47, and 55. What do these tell you about him? Consider the content of the letters, the use of language, and the attitudes revealed "between the lines." Does his handwriting give you any clues about his personality?
5. Read contemporary descriptions and quotes found on pages 6, 7, 19, 26, and 46. What do these tell you about his beliefs and values? Are there any conflicts or contradictions? Do later historians agree with contemporary opinions? Note that these excerpts are taken out of context. How could you verify them?
6. Read the description of *The Federalist Papers* on page 43. What does it tell you about his politics?

Debriefing:

1. How many kinds of sources have we examined? How reliable is each? Which are primary and which are secondary sources? What are the advantages and disadvantages of each type of source?
2. What additional changes should be made to the list on the chalk board? What else do we still need to know to complete the picture? Where can this information be found?
3. What is the value of biography to the historian?
4. Based on the evidence we have gathered, write a 150-word profile summarizing your conclusions about James Madison. Describe him physically, describe his social and political values, and interpret the evidence to determine what kind of leader he was.

Follow-up Suggestion: Use the same process to create portraits of George Washington or Benjamin Franklin.

CHAPTER TWO: ORIGINS OF THE CONSTITUTION

Description: "Origins of the Constitution" describes the antecedents to the drafting of the Constitution, including the Magna Carta, Articles of Confederation, and the constitutions of the original thirteen states.

Objectives: Discussions and activities explore the following ideas:

- differences and similarities between English and American systems;
- comparison of Declaration of Independence/ Articles of Confederation/Constitution;
- frame of reference;
- evolution vs. revolution;
- democratic balance between order and freedom;
- states vs. federal interests;
- Northern vs. Southern interests;
- primary vs. secondary sources; and
- types and nature of original documents in research.

Reading Review: Use the following discussion questions to review the introductory material on page 8.

1. What is the difference between the English "unwritten" Constitution and the American concept of government?
2. The American colonies were founded for three different reasons. What were the three different kinds of colonies? Why would each type have different values? What would these differences be?
3. In what ways was the American Revolution a civil war?

Definitions:

precedent
Magna Carta
Bill of Rights, 1689
colonial charter
constitution
parliament
Northwest Ordinance
Articles of Confederation

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. Why was the Magna Carta a turning point in the history of democratic government? (page 10)
2. England achieved democracy by evolution while the United States accomplished it by revolution. Explain the differences, citing documents in this section.
3. Summarize Benjamin Franklin's plan to unite the colonies. Why did he say the American Revolution could have been avoided if his plan had been adopted in 1754? What problems would it have solved or avoided? Why do you think it was unacceptable to both British and colonial governments? (pages 10-11)
4. What was the purpose of the Declaration of Independence? Who were the authors? (page 12)

5. What was the purpose of the Articles of Confederation? Who were the authors? (page 13)
6. What was the purpose of the Constitution? Compare the underlying principles of these three documents. What do they have in common? How are they different? (page 9)
7. Why was the Northwest Ordinance considered the greatest achievement of Congress under the Articles of Confederation? What are the implications of the Sixth Article? (page 14)

Part II. Activity
Congressional debate on Northwest Ordinance: States' rights and the balance between North and South

Note: This activity focuses on the Sixth Amendment of the Northwest Ordinance — not the issue of slavery, but the right of the territories and states to decide the issue for themselves vs. the authority of the federal government to do so.

Directions:

1. Divide the class into three groups representing Northern, Southern, and Middle states, reminding them that even within these groups, people will disagree about this issue.
2. Refer students to the excerpt from the Northwest Ordinance and description on pages 14-15 and relevant sections of their U.S History or Government text. Review what the document was, the significance of the Northwest Territory to the new nation, and focus attention to the quote from the Sixth Article of the Ordinance on page 14.

BEST COPY AVAILABLE

3. Within their groups, students should think about the implications of this amendment as it affects them and their state. The question is not slavery per se, but the right of the states vs. the federal government to decide this issue. Consider the following questions:

- What are the economic implications for your state?
- Does Congress, under the Articles of Confederation, have the right or the duty to forbid slavery in the territories? Should it?
- Are you, as an American citizen, being forced to support something you believe to be wrong? Are you being denied states' rights?
- If you are against slavery, is this an effective way of limiting and eventually getting rid of it?
- What other issues might arise between the states and the federal government?

4. Choose a spokesperson to present your group's perspective on this issue.

Debriefing:

1. How is the Northwest Ordinance an exception to the problem of a weak central government under the Articles of Confederation?
2. If this is adopted, how will the balance between North and South be affected?
3. What are the implications about the morality of slavery?
4. Is compromise an option here? What would be fair?
5. If slavery is such a moral wrong to the federal government, why does the Constitution permit it?

Part III. Modern Application
Simulation: Dictatorship to Democracy in the Philippines

Purpose: To consider in a contemporary context the appropriate balance between order and freedom while establishing a democratic government threatened by both the right and left. What comparisons can be made to the early American experience?

Directions:

1. Distribute **Fact Sheet** and review with students.
2. Assign nine students to play the role of expert advisors and distribute descriptions to them.
3. The rest of the class will take the roles of commissioners appointed by President Corazon Aquino to make recommendations toward a policy for dealing with domestic unrest, especially from the Communist insurgents. Review with them the National Goals at the bottom of the **Fact Sheet** while expert advisors are preparing their role.
4. Expert advisors have three minutes each to present their opinions, followed by questions. Sequence:
   a. Advisor on Communist Guerrillas
   b. Advisor on Moslem Separatists
   c. Advisor on Military
   d. Advisor on Marcos Loyalists
   e. Advisor on Economics
   f. Advisor on United States

ARTICLES
OF
CONFEDERATION AND PERPETUAL UNION,
BETWEEN THE STATES OF
NEW-HAMPSHIRE,
MASSACHUSETTS-BAY,
RHODE-ISLAND,
CONNECTICUT,
NEW-YORK,
NEW-JERSEY,
PENNSYLVANIA,
The Counties of NEW-CASTLE
KENT and SUSSEX on Delaware,
MARYLAND,
VIRGINIA,
NORTH-CAROLINA,
SOUTH-CAROLINA, and
GEORGIA.

ART. I. THE stile of this Confederacy shall be "THE UNITED STATES OF AMERICA."

ART. II. The said States hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other against all force offered to, or attacks made upon them or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

ART. III. Each State reserves to itself the sole and exclusive regulation and government of its internal police in all matters that shall not interfere with the articles of this Confederation.

ART. IV. No State, without the consent of the United States in Congress Assembled, shall send any Embassy to or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States or any of them, accept of any present, emolument, office or title of any kind whatever from any king, Prince or foreign State; nor shall the United States Assembled, or any of them, grant any title of nobility.

ART. V. No two or more States shall enter into any treaty, confederation or alliance whatever between them without the consent of the United States in Congress Assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

ART. VI. No State shall lay any imposts or duties which may interfere with any stipulations in treaties hereafter entered into by the United States Assembled with any King, Prince or State.

   g. Advisor on Moderate Centrists
   h. Advisor on Non-Communist Leftists
   i. Advisor on Catholic Church
5. The commission will then consider what recommendations to give President Aquino. These might include to declare martial law; increase leniency about free speech; grant amnesty to any Communist willing to take a loyalty oath; include Communists in her cabinet. Encourage students to find creative solutions and consider the consequences of each proposal.

Debriefing:

1. Which of the National Goals has your policy recommendation met? What problems still remain?
2. What are the consequences of your policy?
3. How have you balanced national security with freedom of speech?
4. What parallels do you see with American attempts to balance order and freedom?
5. Do the advisors feel they were heard? What problems do you see?
6. How can true democracy with majority rule and minority rights be made a reality in the Philippines and its survival guaranteed?

BEST COPY AVAILABLE

Fact Sheet

1898 U.S. acquires Philippines in Spanish American War; rebellion against American rule begins.

1946 U.S. grants independence to Philippines, but maintains military bases there to protect interests in the Pacific.

1965 Ferdinand Marcos is elected President (re-elected in 1969 and 1981).

1972 Marcos declares martial law, arresting Communist leaders, silencing political dissent, and controlling newspapers and television stations; citizens have no guarantee of rights; tremendous social and economic problems and political corruption under Marcos.

1973 Marcos institutes new constitution giving him more power.

1983 Benigno Aquino, strongest political rival of Marcos, is assassinated upon return to Philippines from self-exile; response is increased anti-government sentiment, demonstrations, and violence.

1986 Marcos announces election; moderate opposition groups form coalition and nominate Corazon Aquino (widow of Benigno Aquino) as compromise candidate; both sides claim victory.

• Marcos, no longer supported by the military, and under severe pressure from the U.S., flees country to exile in Hawaii, taking "personal" wealth that the nation would like returned.

• Aquino frees some political prisoners, including founder of Communist Party, despite objections from military. Aquino, who has no political experience or program other than anti-Marcos People Power, abolishes National Assembly and claims all legislative powers for herself, promising "swift and safe" return to a democratic republic government within a year.

1987 New constitution written by people representing many different political perspectives adopted in national election.

• Aquino's conciliatory attitude perceived by many as weak and ineffective leadership.

National Goals

1. Maintain control of nation; must show strength and independence from other governments, demonstrate support of people, and prevent civil war or a coup.

2. Assure economic, political, and social stability.

3. Increase foreign investment.

4. Establish policies for and promote land reform.

5. Fully restore democratic institutions.

6. Assure American financial support while dealing with issue of military bases.

7. Assure a viable two-party political system with loyal opposition.

Copy these descriptions, cut and distribute to students playing roles of expert advisors. These are the facts and opinions which they will testify about to the commission.

Advisor on Communist Guerillas

Communist guerilla activity dates from the resistance to the Japanese occupation during World War II. The present Communist insurgency has been going on since 1969. Since that time, thousands of people have been killed in guerilla warfare.

The Communist party was outlawed in 1984 and its leaders arrested under Marcos.

You believe that given social and economic pressures, the country may turn communist as many people have accepted the presence of the Communist insurgency.

There was a cease-fire declared but it did not extend beyond 60 days, thus ending the attempt to find a peaceful solution; the violence continues. The amnesty program is a failure. The Communists demand a share of political power.

The Communist movement is larger in size and scope and more sophisticated than ever.

The United Colonies
TWO DOLLARS
TWO DOLLARS.
No. 91815
THIS Bill entitles the Bearer to receive TWO SPANISH MILLED DOLLARS, or the Value thereof in Gold or Silver, according to a Resolution of CONGRESS, passed
1776.

Advisor on Moslem Separatists

The Moslem Separatists are also a threat to Aquino's government and stability in the nation.

They are also engaging in guerilla warfare; hundreds of people have died.

Aquino did sign a cease-fire with them, but peace talks broke down when more violence erupted.

Advisor on Military

The military supported Marcos until 1986. When they turned against him, he was overthrown; they could do the same with Aquino.

They are worried that Aquino is freeing dangerous prisoners who pose a threat to national security.

Defense Minister Juan Ponce Enrile led the military revolt that forced Marcos to flee, but did not fully support Aquino, either. He feels that she forfeited her mandate by abolishing the Constitution, that she has become a dictator, and that she is too weak in dealing with the Communists. While he defended her in attempted coups, he has become increasingly critical, and was dismissed from the cabinet by Aquino. He now serves as a member of the Philippine Senate and is opposed to the government of President Aquino.

The military is split; 1200 soldiers lead an attempted, but failed coup in 1987. Further uprisings are possible unless the government resolves military grievances and splits within the armed forces.

Advisor on Marcos Loyalists

They accuse Aquino of being influenced by both Communist "reds" and American "whites" and warn of years of bloodshed due to lack of a cohesive Aquino program.

They support the return of Marcos to power — the need for order and suppression of communism justifies limiting personal freedoms.

They defend Marcos' imposition of martial law as related to the American Constitution in guaranteeing a "free and open society."

Marcos has announced from Hawaii that he is prepared to return to leadership if it becomes "absolutely necessary in order to save the country." He was also discovered aiding an attempted coup.

Advisor on Economics

Rampant inflation (40-60%) was partially to blame for the overthrow of Marcos.

There is high unemployment; the slums and poverty are Aquino's greatest challenge. The poor are especially open to communist ideology.

The government is unable to pay its debts and is having trouble securing foreign investors.

Aquino appeals to Filipinos to "please be patient" and promises them a better standard of living soon.

The economy is showing signs of recovery under Aquino, but still has many problems, especially land reform, which is essential to maintain support of the government.

Advisor on United States

There is much anti-American sentiment in the Philippines, but the government needs financial and moral support from the U.S.

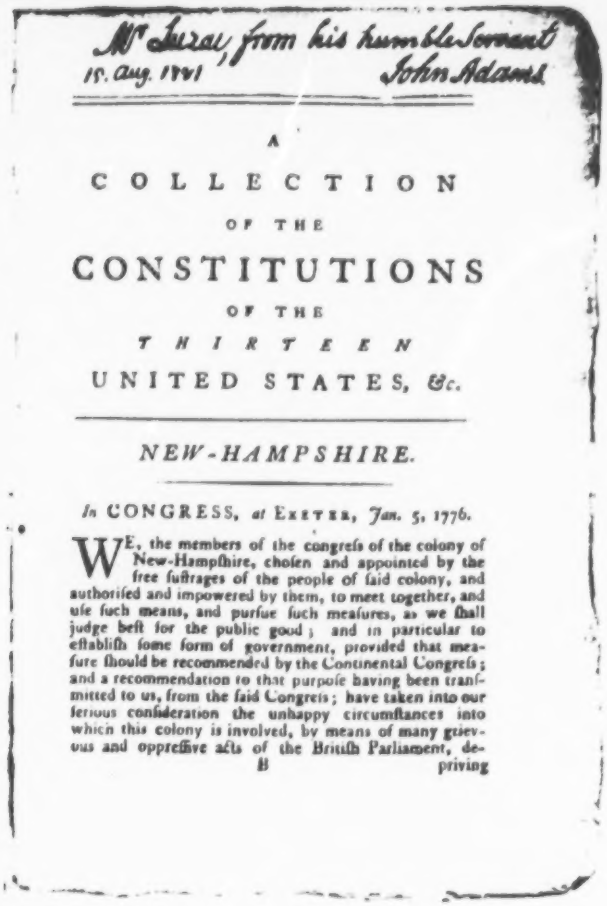
The President of the U.S. will increase economic and military aid to ensure keeping the military bases.

The President wants Aquino to take tougher measures against the Communist insurgents and other groups which threaten peace.

American conservatives praise the Marcos government and urge the U.S. to do "whatever is necessary" to stop the spread of communism there.

American liberals support Aquino and condemn the U.S. support and protection of Marcos.

BEST COPY AVAILABLE



Mr Laurat, from his humble Servant
18. Aug. 1781 John Adams

A

COLLECTION

OF THE

CONSTITUTIONS

OF THE

THIRTEEN

UNITED STATES, &c.

NEW-HAMPSHIRE.

In CONGRESS, at EXETER, Jan. 5, 1776.

WE, the members of the congress of the colony of New-Hampshire, chosen and appointed by the free suffrages of the people of said colony, and authorised and impowered by them, to meet together, and use such means, and pursue such measures, as we shall judge best for the public good; and in particular to establish some form of government, provided that measure should be recommended by the Continental Congress; and a recommendation to that purpose having been transmitted to us, from the said Congress; have taken into our serious consideration the unhappy circumstances into which this colony is involved, by means of many grievous and oppressive acts of the British Parliament, depriving

B

Advisor on Moderate Centrists

There is increased criticism of Aquino from these groups. The coalition is falling apart. This is a sign of increased democratic debate, but it also poses a threat to the Aquino government.

Most want removal of the American military bases and the review of foreign economic treaties and financial agreements.

There has been much fragmentation of Aquino's support in the race for legislative leadership.

Aquino's running mate, Vice President Salvadore Laurel, resigned in 1987 because he felt excluded from policy decisions. He also has "basic, fundamental differences of opinion" with her, primarily about the counterinsurgency program.

Advisor on Non-Communist Leftists

They suffered an overwhelming defeat in the 1987 national elections. Their leaders are reassessing their participation in mainstream politics.

Their program consists of land reform, nationalization of industry and removal of American military bases, but with the political structure heavily weighted in favor of the rich and powerful. They are not supported by the Communists.

Advisor on the Catholic Church

The majority of the nation is Catholic and the Church is a powerful political and social force.

The Church supported anti-Marcos demonstrations, based on concern about poverty and the lack of freedom under Marcos.

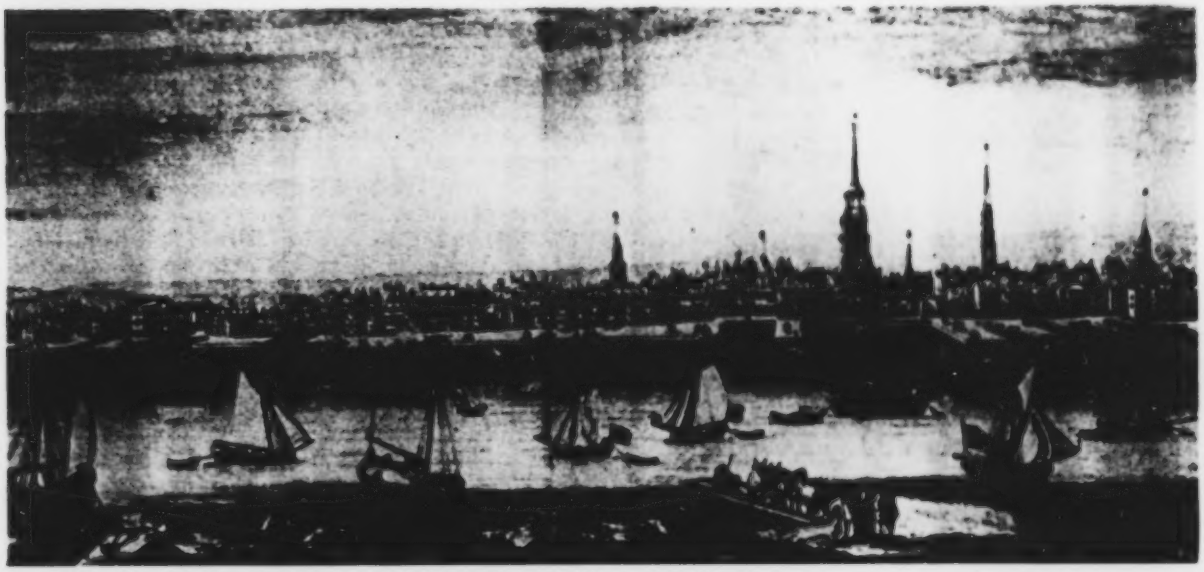
Jaime Cardinal Sin has become increasingly critical of Aquino, saying that the gains of the revolution that ousted Marcos are "little by little being lost."

The Church warns that there can be no dialogue with Communists.

Skill-Building: Directed Discussion — Primary and secondary sources; the nature of documents

Directions:

1. Direct students' attention to documents on pages 9-17.
2. For each item, answer the following questions:
   a. Identify the item.
   b. What is the date?
   c. Who is the author?
   d. What was the original purpose? Why was it written/drawn?
   e. Summarize the content.
   f. What biases exist in this document? Can it be taken at face value?
   g. Of what value is the document for historians? What else does it tell you?
3. Students should develop categories of materials, arriving at a distinction between primary and secondary sources. Included in this chapter are government documents, revolutionary documents, paintings, portraits, reproductions of objects, maps, and graphics/symbols. Also found in other chapters are cartoons, letters, and newspapers.
4. What are the advantages of a primary source? Disadvantages? What are the advantages of a secondary source? Disadvantages?
5. How reliable are primary vs. secondary sources? (Refer to James Madison exercise in Unit 1.)
6. What difficulties exist in interpreting primary sources? How has the use of language changed? Find examples of changes in words, spelling, and sentence structure.
7. Where are the originals of these documents now? How are they best preserved? Discussion should examine the transition from rough draft and working copy (note handwriting, cross-outs, fold marks, and ink stains) to relic. What impact have typewriters, photocopiers, and computers had on the use of primary sources and the materials themselves? Will future historians be interested in computer disks?
8. What documents do historians not have access to? How does that skew research? What documents should we be saving today to explain the 20th century to people in two hundred years?



CHAPTER THREE: AMERICA IN 1787

Description: "America in 1787" paints a portrait of American life in the founding period, including demographics, the existence of slavery, and the spirit of the people.

Objectives: Discussions and activities explore the following ideas:

- diversity vs. unity;
- social structure and status;
- debate over slavery (moral, political, social, and economic arguments);
- comparison of the treatment of black slaves with the treatment of women in the Constitution;
- national and regional identity; and
- the use of maps in research.

Reading Review: Use the following discussion questions to review the introductory material on pages 19-20.

1. What united the thirteen states during and following the Revolution? What divided them? Which forces were stronger?
2. How did Southern colonists defend slavery in a revolution aimed at personal freedom and liberty?

Definitions:

"peculiar institution"

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. Refer to the population chart on page 22. How many adult women were counted? Which states had no slaves? What categories were used for counting? What does that tell you about the social status of different groups? How important was sex, race, and age? What does it tell you about their idea of equality?
2. Compare the lifestyle of New England with that in the Southern and Middle Colonies. What differences existed between urban and rural? (pages 20-21, 23-24)
3. Where is Philadelphia? (see map on page 18) What was the significance of meeting there, geographically and historically?
4. How did the Constitution address the issue of slavery? Was it condoned, condemned, or deferred? (see page 24) Was this a good solution? Why or why not? What were the consequences of each attitude?
5. Do you agree with George Washington's assessment of the new nation contained in his letter on page 25? Is he optimistic or pessimistic? What did he understand about the circumstances? What did he not understand clearly?
6. Analyze the drawings on page 24. Who drew them? Was the artist pro- or anti-slavery? How can you tell?

Part II. Activity

Debate: We the People

Introduction: Both black men and women were put in special categories in the Constitution — sometimes included and sometimes excluded. Following the Civil War, the 14th Amendment guaranteed "equal protection of the law" to "all persons." The Supreme Court later ruled that the phrase "all persons" did not include women, who were not given the right to vote until 1920 under the 19th Amendment. There is still much legislation that treats people differently based on sex. The debate about equal rights based on gender has been controversial since the beginning of the government, as this activity will demonstrate.

Directions:

1. Students are to imagine themselves living in 1787. They have read Abigail Adams' letter to her husband John in Philadelphia in 1776 while he was working on the Declaration of Independence, which said in part:

> "I long to hear that you have declared independence. By the way in the new Code of Laws which I suppose it will be necessary for you to make, I wish you would remember the ladies and be more generous and favorable to them than your ancestors were....Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation."

What parallels exist between Abigail Adams' and Thomas Jefferson's and the other founding fathers' philosophies as found in the Declaration of Independence? Why were women then not included?

2. Choose teams to debate the following:
   Resolved: Since "all persons are created equal; and are endowed by their Creator with certain inalienable rights," and the rights of blacks, women and Indians were not assured by the Constitution, it should have been overthrown.
3. Teams should go through the materials in chapters 1-3 that support their position. Allow preparation time for teams while you review the background with the rest of the class.
4. Each side presents its argument, followed by a question and answer session from the class. When debate is concluded, call for a vote from the class.

Debriefing:

1. What arguments were used to support each side? Compare these arguments with the arguments for and against the American Revolution.
2. Compare with arguments used in the fight for equal rights for blacks. What parallels can you draw?
3. Why do you suppose it took so long for black men and even longer for women to gain acknowledgment of their rights?
4. Should blacks and whites or men and women be treated differently under the law? Why or why not? Are they valid parallels? What does equality mean under the law?
5. What rights are guaranteed to all people in the Constitution?

Part III. Modern Application

Debate: Flying the Confederate Flag

Introduction: At some point, the colonists changed from considering themselves Englishmen to identification as Americans. However, they still viewed themselves primarily as Virginians or New Englanders. Americans have always had a dual source of identification, combining national pride with their ethnic roots, regional identification, or other sub-groups within the national population. Sometimes loyalties can conflict or threaten other sub-groups, thus leading to conflict.

Directions:

1. Assign students to represent both sides of the issue in the following debate:
   Resolved: That the Confederate flag should be removed from all state office buildings and public places because the Confederate States of America surrendered to the United States of America in 1865, and the flag remains a symbol of anti-American secessionism and racism.

Review the historic background of the Confederacy and the meaning of this symbol.

2. Allow students a few minutes to prepare their arguments while discussing the role of symbols as evidence of pride in sub-groups in America, and how they are interpreted by different members of the society. For example, what does the black power symbol mean? How is it interpreted by other groups? Is it seen the same today as it was twenty years ago? List other sub-group symbols.
3. Each side has five minutes to present its argument followed by an organized question and answer discussion from the opposing side and other members of the class. Have the class vote.

Debriefing:

1. What arguments were used to convince you? Were they based on the Constitution, emotionalism, patriotism, or other? Were you convinced?
2. What does the Confederate flag symbolize to you? What is the significance of the Confederate flag flying over state capitols and public buildings?
3. Is this issue an example of the denial of free speech or of forcing taxpayers to support a cause they may not believe in?
4. Should the same rules apply to display of symbols by private groups? What about flying the Nazi flag? Are there limits on free speech? What is the difference between free speech on public and private property?

Follow-up Suggestion: Have students research the constitutional protection of symbolic free speech as defined by the Supreme Court in *Tinker v. Des Moines* (89 S.Ct. 733, 1969). Is this case the same or different?

Skill-Building: Directed Discussion — Maps

Note: Instructor should provide a modern map that shows the same areas the maps on pages 15 and 18 available in the classroom for comparison.

Directions:

1. Refer students to the map on page 18. Answer the following questions:
   a. What is it a map of?
   b. What is the date of the map?
   c. What kinds of information are included on the map?
   d. What purpose did this map serve when it was drawn? Who drew it?

e. What areas are populated by Indian nations?
f. What does the presence of rivers in the South tell you about the differences between Northern and Southern lifestyles?
g. What modern states are in this area today?
h. What does a name like "Lake of the Woods" tell you? What is that lake called today?

2. Refer students to the map on page 15. Answer the following questions:

a. What is it a map of?
b. What is the date of the map?
c. What kind of information is included on the map?
d. What was the original purpose of this map? Who drew it?
e. What is the "Nation of the Bear?"
f. What do place names tell you about the history of a place? (French; description of events; etc.)
g. Compare this map with the one on page 18. Which is more accurate?
h. Compare this map with a modern map of the same area. What is the same? What is different? How have names and spellings changed? Why?

3. How can maps be used as historical evidence? Are they primary or secondary sources? What biases exist in maps? What do they tell us about frame of reference?

CHAPTER FOUR: THE GRAND FEDERAL CONVENTION

Description: "The Grand Federal Convention" tells the story of the founders' work in Philadelphia with facsimiles of the Virginia and New Jersey Plans, the Reports of the Committees of Detail and Style, and the Members Edition.

Objectives: Discussions and activities explore the following issues:

- the frame of reference of delegates;
- Virginia vs. New Jersey Plans;
- definition of fair and equal representation;
- nature and role of compromise;
- issue of secrecy and its place in a democracy; and
- sense of place and the preservation of historic sites.

Reading Review: Use the following discussion questions to review the introductory material on pages 26-30.

1. What did Thomas Jefferson mean when he described the delegates as "an assembly of demi-gods?" What was his background? What does this tell you about the differences between the Declaration of Independence and the Constitution?

2. How would you characterize the political values of the following: George Washington; Benjamin Franklin; Alexander Hamilton; Thomas Jefferson; John Adams; James Madison.
3. Summarize the Virginia Plan. Whom does it benefit? How is it different from the Articles of Confederation? How is it different from the British government?
4. Summarize the New Jersey Plan. Whom does it benefit?
5. Was the compromise a fair one? Can you think of a better solution? What problems still remain?
6. What did Benjamin Franklin mean when he said, "You have a Republic if you can keep it?"

Definitions:

constitutional monarchy
Virginia Plan
executive
judiciary
legislature
New Jersey Plan
despot

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter.

1. There are three versions of the Constitution presented here (first draft pages 36-37; second draft page 38; final draft page 39). Compare the three documents. How does the beginning change? What is the significance of this? What is the significance of the issues raised by George Mason? (page 37)
2. Examine the cartoon at the bottom of page 35. What is the author's frame of reference? What does it say about the democratic process? How fair or true is the drawing? Compare with the drawing on page 36. Which is more accurate?

Part II. Activity
Role Play Debate: Virginia Plan vs. New Jersey Plan

Directions:

1. Assign students to play the following roles, referring them to the page numbers given for information about their positions in the debate:

James Madison, Virginia (pages 28-31; also refer to personality portrait completed in Unit 1)
James Wilson, Pennsylvania (pages 29, 30)
George Mason, Virginia (pages 28, 30)
William Paterson, New Jersey (pages 29, 33)
Edmund Randolph, Virginia (pages 28, 30, 33)
Roger Sherman, Connecticut (page 30)
Robert Morris, Pennsylvania (page 32)

Both sides should prepare a five minute presentation on their positions.
2. While these students are preparing their roles, review the material with the rest of the class, who are members of the committee making recommendations to Convention delegates. They should prepare questions to ask the debaters and vote on which plan to accept. Assign one student to play George Washington, who will preside over the debate and maintain order.
3. Edmund Randolph and the delegates from the large states have five minutes to present their arguments in favor of the Virginia Plan. Each person should introduce himself before speaking. Members of the committee should then question them after their presentation.
4. William Paterson and the delegates from the small states have five minutes to present their arguments in favor of the New Jersey Plan. Each person should introduce himself before speaking. Members of the committee should then question them after their presentation.
5. When all the arguments have been presented and questions asked, Washington should call for a vote.

Debriefing:

1. Under the Virginia Plan, how can the rights of the small states be protected? Under the New Jersey Plan, how can the equality of citizens be protected?
2. Which plan represents fair and equal representation?
3. Why was James Madison, who was generally an advocate of compromise, opposed to compromise on this issue?
4. Has the Great Compromise (Senate and House of Representatives) worked in resolving the problem of maintaining equality between large and small states?
5. Does "fair" mean treating everyone the same or accounting for differences so that all have an equal opportunity? Apply this reasoning to affirmative action programs, which often give preference to women and certain minority group members in college admissions, employment, and other realms of modern life.

Part III. Modern Application
Issue of Secrecy

Introduction: James Madison wrote that "no Constitution would ever have been adopted if the debates had been made public." This is a contrast to the present day when matters of national policy are debated publicly in the press and on television. Still there are some matters of policy and negotiation that require a cloak of secrecy, especially in the area of national security. Recent experience, however, has demonstrated that secrecy can be abused by administrations spying on citizens or attempting to cover up evidence of criminal behavior. It was only through the persistence of the press and Congressional investigations that these matters came to light. Who should decide what remains a secret in a democracy and when information must be kept from those with whom authority rests? What kinds of checks and balances exist to ensure that the public is protected from both extremes? This activity allows students to weigh these questions as they decide whether certain information should be classified as secret.

Directions:

1. Introduce the issue to students, explaining briefly the conflict between the right to know and the right to be protected, citing recent abuses of the system of classifying information as well as the danger of releasing too much information in some situations.
2. Divide the class into three groups, each with the authority to classify information as secret and not to be given to the public. Each group will receive a topic and they must decide whether to classify or declassify the information through discussion among themselves. They should not reveal their topic until and unless it is declassified. You may choose to assign a different topic to each group, or assign the same topic without telling them.

   Topics:

   Negotiations about American hostages in Beirut; Iran-Contra "arms for hostages" deal;
   Development and testing of new weapons; Stealth bomber;
   Toxic waste removal and storage; or
   Directions on "How to Make an Atom Bomb."
3. Groups should meet and discuss their topic. Questions to consider include:
   a. Who needs to know?
   b. Who has a right to know?
   c. Who could be hurt if this information is made known?
   d. What if terrorists get this information?
   e. What about freedom of the press? Is there an overriding public interest in denying this Constitutional right?
   f. How do you balance the rights of one group with the rights of other groups in this situation?
4. After 10-15 minutes of discussion within the groups, each group reports to the class that the information is classified and states its reasons without revealing the secret, or that the information is declassified and why. Questions testing the groups' conclusions should be raised by the remainder of the class.

Debriefing:

1. Do you trust this group to decide what should be secret? Why or why not?
2. If the information has been declassified, do you agree? Has national security been breached?
3. How does this decision affect you?
4. What about freedom of the press? What happens if too much governmental information is kept secret?
5. Who should decide such matters?
6. What checks and balances exist to prevent abuse of this power?
7. How democratic is this process? Should it be democratic? How does this reveal the difference between a democracy and a republic?

Follow-Up Suggestion: Students present case histories, such as the Pentagon Papers or CIA spying on American citizens or Watergate. They should also investigate the Freedom of Information Act and determine its relevance and value to this activity.

Skill-Building: Directed Discussion — Sense of Place: George Washington Slept Here

Note: This concept builds on regionalism from the last unit

Directions:

1. Introduce topic to students — what is a "sense of place?"

   Some of the most tangible pieces of history are the buildings and places where historic and everyday events took place. The buildings themselves are original artifacts of how people lived and what was important to them. They can't be preserved under glass like other documents, but they do remind us of the continuity of the past and present, and create a sense of place from which people derive a feeling of belonging.

   The importance of a historic place comes from its uniqueness — the particular events that occurred there — or its ordinariness — as an example of everyday life. The significance of place is more than individual buildings. For example, the site of the national capital, Washington, D.C., was the result of a significant compromise between North and South.

   How does the historian "read" a building? How should the history of places be preserved?
2. Compare the pictures of Independence Hall on pages 21, 33, 35, and 38. Questions to consider:
   a. What events took place here?
   b. How do you account for the differences in these drawings of the same building? (date, alterations, frame of reference of artist, different views — front or rear of building)
   c. Where else have you seen buildings that resemble this style? What does that tell you? (**Note:** The building was built 1732-48 and the style is called Georgian, named for the kings of England in power when it was popular in both England and the colonies.)
   d. What can you tell about daily life from this building?
   e. How does it compare with churches from the same period?
   f. How is the building used now?(Should it be treated like a museum?)
3. Look at the pictures of Federal Hall on pages 49, 50, 53 and the interior on page 58. Questions to consider:
   a. How was the building used?
   b. What events occurred here?
   c. What can you tell about 18th century life from these drawings?
   d. What symbols can you see in the building?
   e. Compare it with Independence Hall — what is the same or different? Do you think they were built at the same time? (**Note:** The building in the drawings was originally the Old City Hall for New York City; it was torn down and replaced in the 1830s. In the 1950s, the existing building was named Federal Hall National Memorial to commemorate the demol-

ished building and site of Washington's inauguration and the seat of Congress.)

f. If a significant building has been torn down, can a marker — a plaque or, in this case, a statue of Washington — still capture the importance of the place?

4. Look at the drawing of Williamsburg on page 58. This colonial capital was restored and partially recreated as a "living" demonstration of life in colonial Virginia. Costumed actors portray daily life for modern tourists. What are the advantages of recreating history in this way? What are the disadvantages to the historian?

5. At one point, the Pennsylvania legislature voted to demolish Independence Hall, but it was saved and restored in the 1950s.

a. What is the value of saving this kind of history?
b. How should historic places be preserved? Like Williamsburg? Like Federal Hall? Like Independence Hall?
c. Who should determine what happens to sites of national importance? How do you balance the rights of the owner of the property with the public's right to their history?
d. What makes a place important? What local landmarks are in your community?
e. What gives you a sense of history about the places you have visited?

Follow-Up Suggestion: Take a walking tour of historic buildings in your community — how do the buildings reveal the history of the area? Also find out what, if anything, is being done to preserve them. What organizations exist with this goal in mind? Are there any controversies in your community about whether to keep or demolish historical buildings? What laws exist or should be enacted to promote preservation?

CHAPTER FIVE: RATIFICATION OF THE CONSTITUTION

Description: "Ratification of the Constitution" describes the struggle for ratification, illustrated by papers of the state conventions, contemporary newspaper accounts and *The Federalist Papers*.

Objectives: Discussions and activities explore the following issues:

- birth and role of political parties;
- propaganda;
- ratification struggle;
- majority rule vs. minority rights; and
- symbolic language and political cartoons.

Reading Review: Use the following discussion questions to review the introductory material on pages 40-42.

1. Summarize arguments for and against ratification of the Constitution. Which groups of delegates are opposed? How can this opposition be overcome?
2. Which states will be opposed to ratification of the Constitution? What arguments will they raise (economic, location, size, experience, etc.)?
3. How did the division over ratification lead to the birth of political parties in the U.S.?

Definitions:
Federalist

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. Describe Madison's theory, contained in *The Federalist*, of political parties acting as a check and balance against political oppression of any one person or group. (page 43) Apply those ideas to today. Compare this view with George Washington's warning in

his Farewell Address that factionalism threatened to destroy the republic.

2. Why did Pennsylvania favor the Constitution? (page 42)

3. Why did Virginia struggle with it? (page 42)

4. What arguments were used to oppose ratification in New York? (page 44)

5. Why would North Carolina and Rhode Island be opposed? (page 44)

6. How did the following leaders line up in the debate for ratification: George Washington; Benjamin Franklin; James Madison; John Jay; Alexander Hamilton; Thomas Jefferson; Patrick Henry; George Mason. What about their previous experiences that led these people to these positions? (See pages 43-47; also draw on information from other chapters.)

Part II. Activity
Role Play: Virginia Debate

Directions:

1. Assign students to portray the following roles in a debate on ratification of the Constitution in the state of Virginia (they can find information on these pages as well as drawing on their existing knowledge from other chapters):

James Madison, (pages 43, 46)
John Jay, (page 43)
Thomas Jefferson
Patrick Henry, (page 46)

2. While these students are preparing, discuss with the remaining class members who will portray Virginians in 1787 and the development of questions to ask the debaters.

3. Sequence of presentations:

James Madison
Thomas Jefferson
John Jay
Patrick Henry

4. Question/answer from floor

5. Vote on ratification

Debriefing:

1. Summarize the arguments on each side. What kinds of arguments were made? Which were most convincing?

2. Did each speaker respond to the arguments of the others?

3. Did you vote based on what you heard here, personally thought before the debate, believed to be in the best interest of Virginia or the United States, or some combination? Explain.

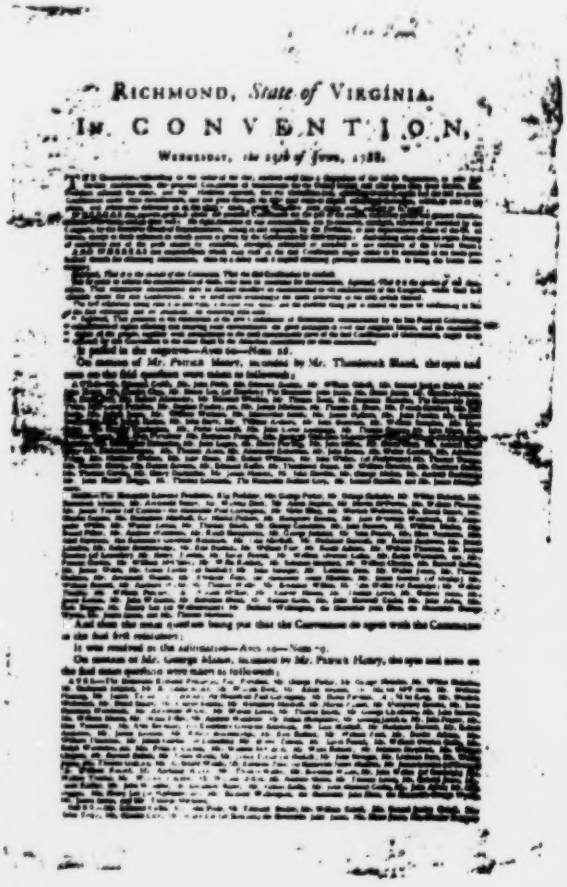
Part III. Modern Application
Political Parties

Directions:

1. Have students research recent party platforms for the Democrats, Republicans, and other political parties. Make sure students know how platforms are written and their purpose describing how the candidates, conventions' delegates, individual citizens, and special interest groups have an impact on party policy, and therefore, national policy.

2. Compare party platforms, completing a chart on the chalk board. Make a vertical column for each party and a horizontal axis for each issue. Fill in each party's position on that issue. These might include:

- national health insurance
- welfare
- women's issues
- military spending and defense
- civil rights
- Constitutional Amendments
- homelessness
- foreign policy
- trade restrictions
- other


RICHMOND, *State of* VIRGINIA.
IN CONVENTION,

Debriefing:

1. What are the basic differences between the parties in philosophy? On specific issues?

2. Has the President and/or Congress followed the platform from the last election?

3. Most current issues could not have been predicted by the founders. What issues have remained since the days of the Federalists and Anti-Federalists?

4. What is the value of organized political parties? Why did George Washington predict that factionalism would destroy the government?

BEST COPY AVAILABLE

5. The U.S. has traditionally had two major parties, which have changed very much over time, but third parties have seldom been very successful on the national scene. How can two parties represent all the differences of opinion among several million people? Consider European democracies which have multiple parties and coalition governments. Are they more or less democratic? How do they deal with majority rule if no one party holds a majority? What are the advantages and disadvantages of a two-party system vs. a multi-party system?

Follow-Up Suggestion: Research American third party movements. Study, in depth, one or more specific examples of 20th century third parties, such as the Progressive Party ("Bull Moose," 1912); Prohibition Party; Communist Party; Socialist Workers Party; Socialist Labor Party; Socialist Party; States' Rights Party; Progressive Party (1948); American Party; Libertarian Party; and Peace and Freedom Party.

Skill-Building: Directed Discussion — Political Symbols and Cartoons

Note: Instructor should provide current examples of political cartoons for comparison.

Directions:

1. Review political symbolism, reminding students of analysis of drawing on page 7. What are other well-known symbols of the United States or its institutions?
2. Who are the figures in the drawing on page 21? What are they doing? Why? What symbols are used? What is the broader meaning? How is this an emotional rather than an intellectual message? Why do you think symbolism was so prevalent in American history? (limited literacy)
3. Look at the cartoons on pages 4, 35, and 41. How are they different from the drawings? Analyze each:
   a. What is the subject?
   b. What is the purpose? Who is the intended audience?
   c. How is humor used? Distortion?
   d. Each involves double coding, implying comparable situations and conclusions. What are the implications? Are they valid?
   e. How does it depict public figures? What conclusions are implied?
4. Examine modern political cartoons using the same questions.

Debriefing:

1. Is the political cartoon essentially a critical or negative medium, designed to attack or ridicule?
2. Do public figures have a right to privacy? At what point do political cartoons become libelous?
3. Draw your own political cartoon.

Follow-Up Suggestion: Find out where the donkey and elephant symbols that represent the Democrats and Republicans originated.

CHAPTER SIX: THE FIRST ADMINISTRATION

Description: "The First Administration" looks at the crucial first government of the U.S. through the reminiscences of George Washington and Robert Morris, speeches, and official documents.

Objectives: Discussions and activities explore the following issues:

- significance of precedents established by Washington and others;
- George Washington's background as preparation for political leadership;
- qualities of national heroes; and
- role of media in influencing public opinion.

Reading Review: Use the following discussion questions to review the introductory material on pages 48-50.

1. How did George Washington's experience as a military leader prepare him to be president? What political values did he form in the army? As a Virginia plantation owner?
2. What problems do you predict with Thomas Jefferson and Alexander Hamilton in the same Cabinet serving under George Washington? Why would Washington choose people of such differing opinions and political values to advise him?
3. What precedents did George Washington establish? Who else set precedents? Why were these so important?
4. If George Washington had not been willing to serve as President, who would have been elected? How would the government have turned out differently? How would the course of American history have been different?

Definitions:
precedent
recalcitrant

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. In his letter on page 51, Robert Morris predicts a national celebration every March 4. What was it to celebrate? Why do we celebrate July 4 instead? What is the significance of this distinction? Which is a symbol of democracy and which is a symbol of a republic?
2. Compare the language of George Washington's speech on page 52 and his letter on page 55 with the letter on page 53. Do you agree that the latter was written by an aide? What evidence do you have as a historian?

Part II. Activity
Writing Exercise

Note: Instructor should provide excerpts from a recent Inaugural or State of the Union Address.

Directions:

1. Summarize George Washington's First Inaugural Address on page 52, translating it into modern language.
2. Compare with contemporary president's speeches.

Debriefing:

1. How have language and the use of words changed?
2. What kinds of appeals do the authors make? (emotional, patriotic, rational, etc.)
3. What issues and principles do the authors address? Are they the same or different?
4. What would Washington think of a modern speech by the President?

Part III. Modern Application
Discussion: American Heroes

Directions:

1. Have students anonymously list five of their own heroes. Collect lists and ask two students to tabulate the results, listing the names on the chalk board in order of popularity.
2. While the results are being counted, introduce a discussion of heroes and their qualities.
   a. What were George Washington's heroic qualities? How would the press have treated him today? Why was/is he such a hero?
   b. Do we look for the same qualities in our heroes today? Is Washington still a hero?

Debriefing:

1. Analyze the list of heroes, identifying categories (political figures, athletes, movie stars, rock stars, personal acquaintances, family members, etc.).
2. Would your parents agree with this list? What about young people from 50 years ago? What differences would they have? Why?
3. What is the difference between a hero and a celebrity? Why do you think celebrities are so important in modern culture?
4. What characteristics make up a hero? (List and discuss with the class.)
5. Using this list of heroic characteristics, which of those heroes, listed on the chalk board, should be removed?

Follow-Up Suggestion: Write a television commercial for George Washington's election.

Skill Building: Media's Impact On Public Opinion

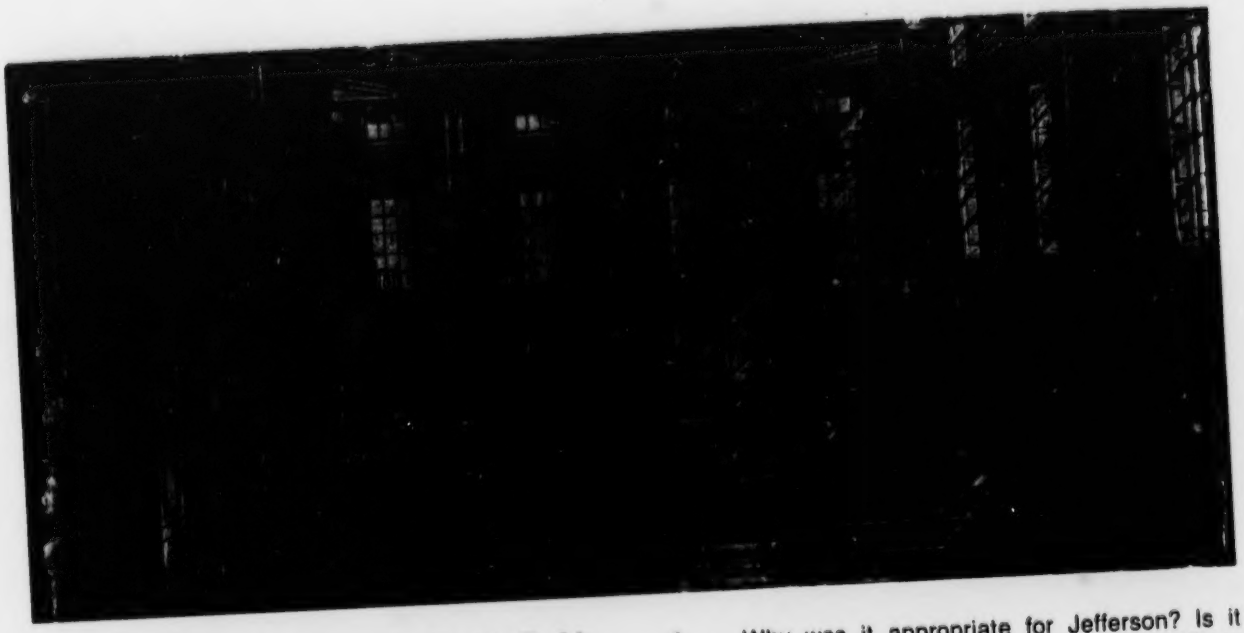
Note: Have copies of recent newspapers available.

Directions:

1. Compare the newspaper on page 45 with a modern newspaper. How would the story be covered differently today? Prepare a mock layout — what photos would you include? What different angles of the story would you cover?
2. How would a television news report cover the story?
3. Assign students to small groups of 2-3 students each. Distribute newspapers and ask each group to analyze the paper or a part of it and present its conclusions to the rest of the class. Circulate among groups and help focus their analysis to include the following:
   - **Name of paper** — (local, national, international) reputation, influence, support, circulation.
   - **Photos** — topic; bias; emotional; humorous.
   - **Objective news reporting** — what biases are still here? (Balance of good news vs. bad news.)
   - **Letters to editor** — authors, topics, required to print?
   - **Opinions and editorials** — subjects, authors; politics.
   - **Political cartoons** — subjects; fair? and/or funny?
   - **Human interest stories** — what impact do they have on public opinion and policy?
   - **Funnies** — in what part of paper does Doonesbury belong?
   - **Advertising** — selling ideas vs. products. Measure inches of advertising vs. inches of stories; what conclusions can you draw?
4. Group reports: have each group report and discuss its conclusions with the class.

Debriefing:

1. Do most people get their news from newspapers, radio, or television today? What are the differences in coverage and information? Why must radio and television provide equal time for opposing opinions?
2. Radio and television stations are licensed and regulated by the federal government, while newspapers are free under the First Amendment to print almost anything (except libel or obscenity). Why should they be treated the same or differently? Why?



CHAPTER SEVEN: THE BILL OF RIGHTS

Description: "The Bill of Rights" illustrates the quest for a bill of rights through its early versions, the work of George Mason, and the writings of Thomas Jefferson.

Objectives: Discussions and activities explore the following issues:

- historical debate about a bill of rights;
- evolution of the Bill of Rights;
- contemporary debate about individual rights; and
- utilizing primary and secondary sources in original research.

Reading Review: Use the following discussion questions to review the introductory material on page 56.

1. Why did the Constitutional Convention reject a bill of rights?
2. Why would James Madison be the logical choice to author the Bill of Rights?

Definitions:

civil libertarian
amendment

You're the Historian:

Part I. Discussion Questions

Use the following questions to help students analyze and evaluate the documents found in this chapter:

1. Trace the history of the Bill of Rights through the documents in this chapter. (pages 57-61) What did each of these documents contribute? How did the ideas change? Who were the individuals responsible?
2. Thomas Jefferson's motto was "Rebellion to Tyranny is Obedience to God?" (page 60) What did he mean by this?
3. Why was it appropriate for Jefferson? Is it unusual for the Secretary of State to say this? Where is this argument used today? How are modern situations the same or different? Who are the rebels and tyrants of today?
4. Look at the Chronological Chart on pages 62-63. Did the United States become a sovereign nation in 1776 or in 1781 or in 1783? Make a case for each date as the birthday of the nation. What is the significance of these differences?
5. Why was the 1987 Bicentennial as important as the 1976 Bicentennial?

Part II. Activity
Small Group Work: Drafting a Bill of Rights

Directions:

1. Divide class into small groups of 4-5 students each. Each group is to write up its own bill of rights from the perspective of Americans today. Allow 15 minutes.
   a. What are the most important fundamental guarantees essential to personal freedom?
   b. Compare with the others in your groups until you come to consensus.
   c. Draft a list of these rights as a group.
2. Groups take turns presenting their lists to rest of class.

Debriefing:

1. What compromises were necessary to come to a consensus in your group? Among the whole class?
2. Where do the different groups agree? On what do they differ? Do you think most Americans would agree with your list?
3. Compare your final list with the Bill of Rights. What additional rights appear? Which are excluded? Would you be willing to live in a society governed by your bill of rights?

Part III. Modern Application Constitutional Amendments on Contemporary Issues

Introduction: So far the Constitution has been amended 26 times to address new issues or define new interpretations of issues. These changes have ranged from how the president is elected and the abolition of slavery to income tax and voting age. This activity requires students to debate Constitutional Amendments currently being suggested. These include:

- prayer in public schools
- abortion
- equal rights for women
- English as the official language
- balanced federal budget
- other:

Directions:

1. Assign two or more students to each side of the issues listed above. They should also be encouraged to come up with their own proposed amendments. Student teams should discuss the issue among themselves and prepare a strategy. Ideally, students should have a few days to research the topic.
2. Each side has five minutes to present its arguments. The pro-amendment side should convince the class that a constitutional amendment is required. The anti-amendment side may argue that an amendment is not necessary because the cause is not in the public interest on its face, or the matter is better addressed in some other way. Be sure that students understand the difference between these reasons.
3. After all amendments have been presented, class votes on whether or not to add each proposed amendment. Ratification requires a three-fourths majority vote.

Debriefing:

1. Did you vote based on previously held beliefs or were you convinced by the arguments presented here?
2. What arguments were most convincing? Did the speakers appeal to your intellect or your emotions?
3. Which amendments are important, but don't belong in the federal Constitution? Which should not be considered at all? Why?

Follow-Up Suggestion: Read your state constitution and see what rights are guaranteed to you as a citizen of the state as well.

Skill-Building: Finding and Evaluating Primary and Secondary Sources in Original Research

Note: This activity integrates the skill-building exercises introduced in the previous units, and helps students develop critical-thinking, analytic, and evaluative skills. The focus of this activity is not on the product, but the process — the research skills used in collecting data. You may or may not wish to continue the exercise by having students write a paper. In this assignment students locate and evaluate sources and synthesize the information using the attached **Worksheet.** They then compare their analyses with others', drawing conclusions about the advantages and reliability of different sources.

Directions:

1. All students should choose one of the following topics. After choosing a subject, they should rewrite it in the form of a question about the event that they wish to answer in their research.
   - The assassination of President John Kennedy or Martin Luther King.
   - The resignation of President Richard Nixon.
   - The first Americans landing on the moon.
   - President Lyndon Johnson's announcement that he will not seek re-election.
   - The Cuban Missile Crisis.
   - The Manson murders.
   - The desegregation of public schools in Little Rock, Arkansas.
   - Henry Aaron's homerun that breaks Babe Ruth's record.
   - The death of Marilyn Monroe.
2. Distribute copies of the attached **Worksheet** and review the directions. **Students are to interview two people who remember the event; locate two contemporary newspaper articles; read two contemporary magazine accounts; and examine two books written after the fact.** Review with students how to find and read old newspapers and magazine articles. Assign a due date for completion.

Debriefing:

1. When worksheets have been completed, students should compare their worksheets with other students who chose the same topic.
2. Did you find the same or different sources? Conclusions?

Worksheet

Topic: _____
What is the question about this event you wish to answer?

List what kinds of primary sources are available to you.

The information you gather about your topic should be written down and kept separate for use later. This worksheet is for your notes about sources and the process of finding information.

I. Interview two people who remember the event.
Prepare interview questions that will help you answer your research question and utilize personal memories of the event. Write out your questions on a separate piece of paper and take it with you to the interviews. Record the names, dates, and places of the interviews.

Name_____ Date_____

Name_____ Date_____

After the interviews, compare the information you received. What is the same? What is different? Are interviews primary or secondary sources? What personality portrait of the subject of your topic is emerging?

II. Find two contemporary newspaper accounts of the event.
Identify the names and dates of the papers and the authors of the articles.

Name_____ Date_____

Author _____

Name_____ Date_____

Author _____

Compare the two newspaper accounts of the event. How did cartoons portray the event? How is the information the same or different from the interviews? What primary sources were contained or referred to in the newspapers? Are newspapers primary or secondary sources? What can you add to the personality portrait? Is there anything special about the place where the event took place?

III. Find two contemporary magazine accounts of the event.
Identify the names and dates of the magazines and the authors of the articles.

Name_____ Date_____

Author _____

Name_____ Date_____

Author _____

Compare the two magazine articles. How is the information the same or different from what you have already found? Did the authors use the same or different sources for their information? What can you add to the personality portrait? Is there anything special about the place where the event took place?

IV. Find two books written at a later date that refer to the event.
Identify the names and authors of the books and a brief description of why the books were written. Who is the intended audience?

Name_____ Date_____

Author _____

Name_____ Date_____

Author _____

Compare the accounts of the event. Compare with previous accounts. What new information have you found or changes in the facts? Did the authors use the same or different sources for their information? Were they the same or different sources than the newspaper and magazine articles? What primary sources were used in their research? How has your personality portrait changed? What has happened to the place where the event took place?

V. Conclusions
1. Do you have an answer to your research question on this topic?
2. What problems did you encounter finding sources?
3. Which sources contained facts and which contained opinions?
4. Which is more reliable — things written soon after the event or much later? Why?
5. What are the advantages and disadvantages of each of these sources?
6. What is the historian's job?

Constitutional Rights Foundation